

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020 and 2020/2021 as well as on the impact it has on pupils’ PE and sport participation and attainment.

**All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3,233.00
Total amount allocated for 2020/21	£20,933.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 3,145.00
Total amount allocated for 2021/22	£17,720.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,865.00

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	75%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	65%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	75%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No
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## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £20,865.00		Date Updated: June 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<b>Employ ESSP Coach</b> - PE Teacher Gina Steeden  Children participate in high impact physical activity in their PE lessons. Children are encouraged to take leadership or volunteer roles that support physical activity within the school every day. <b>Tuesday from 9-4.15</b>  <b>PE Coordinator</b> - Year 5 and 6 classes taught by PE coordinator for 1 hour per week.  Extra PE sessions and experiences planned throughout the year. ( See Key Indicator 4)		Clearly sequenced lessons planned and taught. Planning from imoves used and linked to the progression documents that the PE coordinator has developed.  Year 5 and 6 benefitting from quality PE weekly.  See Key Indicator 4 for examples of extra provision.		£9846.00	See assessment grids for impact of lessons and clear progression through the year.
Sustainability and suggested next steps:   <					

<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>ESSP Coach</b> - PE Teacher Gina Steeden  Children participate in high impact physical activity in their PE lessons. Children are encouraged to take leadership or volunteer roles that support physical activity within the school every day. <b>Tuesday from 9-4.15</b>	PH (Sep 21') To meet with GS to organise a timetable for the day and promote Yr 6 to apply to be mini leaders.  Sports Teacher to come into school every Tuesday and deliver 3 infant class and 2 junior class PE Lessons (Supported by the teacher and TA's). A weekly lunchtime club for the whole school.  Leads meetings with the Sports Ambassadors and mini leaders to develop lunch time active play. Encourage Pupil Premium and SEN to participate.  School council questionnaire on	Included in costs to employ coach (indicated above)	<i>Attendance at clubs has increased.</i>  <i>Extra provision activities have increased in frequency, compared to 2020-2021. (See information in Key Indicator 4)</i>  <i>In school the children have taken part in a variety of sports.</i>  <i>See assessment grids for progression/attainment.</i>	<i>Continue to prioritise attendance of disadvantaged children.</i>  <i>Purchase an extra 6 week block of coach support from ESSP to use with disadvantaged children. We will also target children, who we feel will benefit from being more active.</i>

<p><b>Identify sports coaches/leaders of the future</b></p> <p>This will impact on school improvement through increased engagement of children and an improvement in the standing of the school in the local community</p>	<p>children's favourite sports</p> <p>When training opportunities are put into place identified children can attend sports ambassador training and This Girl Can training.</p> <p>Analyse Student council questionnaire and attendance registers at clubs on a regular basis.</p>	<p>Included in cost of subscription to ESSP (cost indicated below)</p>	<p><i>10 girls attended This Girl Can training. This increased their confidence to lead sports activities and ensured that they understand the importance of being active. This can then be passed on to their peers.</i></p> <p><i>5x year 5/6 pupils support midday supervisors with lunchtime sports activities.</i></p>	<p><i>Increase attendance at This Girl Can Training .</i></p> <p><i>Increase the number of children supporting midday supervisors and running sports activities.</i></p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p><b>PE Leader Release Time</b> PH, JS (HLTA) release time for PE leadership meetings, CPD and ESSP meetings. This will have an impact on the pupils being involved and participating in more out of school sports/ competitions and local friendly matches with our local primary schools.</p> <p><b>Coach to team teach with staff</b></p>	<p>Identify areas and skills to develop for the PE leader and Teacher/ TA's</p> <p>Identify courses to attend</p> <p>Attend cluster meetings</p> <p>Attend ESSP meetings/briefings and feedback.</p> <p>PH to engage in P.E Learning Walks to share good practice.</p> <p>Target pupil premium and SEN children to engage in ASC activities or interventions.</p> <p>ESSP coach and PS coach to model effective PE lessons and team teach with staff members</p>	<p>HLTA release time - 8 hours over school year £200.00</p> <p>Included in costs to employ coach (indicated above)</p>	<p><i>JS attended Autumn PE meeting</i></p> <p><i>Network Meetings - During the Spring term, PH attended a PE network meeting hosted by ESSP and also a PE network meeting hosted by DDAT.</i></p> <p><i>Teachers observe and learn from ESSP coach.</i></p>	<p><i>JS/PH to continue attending network meetings for DDAT and ESSP.</i></p> <p><i>We would like to encourage and enable staff to attend more CPD offerings.</i></p> <p><i>Presently, we employ one coach from ESSP for a full day. We are looking to continue with a coach from ESSP for 2022-2023. This is to ensure our staff teach PE and use the skills they have gained from observing and working alongside coaches over the past 3 years. We will also purchase an extra 6 week block of coaching to use with disadvantaged children across the school. This will be learning a sport such as archery, fencing or ultimate frisbee.</i></p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
ESSP coach to broaden activities/sports taught during lessons and at after school clubs	<p>Pupil premium and Send children given priority if apply to attend KS2 after school clubs.</p> <p>ESSP to provide after school clubs such as: Tri Golf &amp; Frisbee</p> <p>Identify children's favourite sports clubs.</p> <p>Support and involve the least active children by providing targeted activities and after school clubs they enjoy.</p>	Included in costs to employ coach (indicated above)	<p><i>Attendance at clubs -all clubs were oversubscribed, they are very popular. In the Summer term we have had 2 clubs a week running. The clubs have offered a range of sports.</i></p> <p><i>Extra provision activities -</i></p> <p><i>Ultimate Frisbee - 1 hour per week for 1 half term year 5 and 6, 25 children in year 5 and 6 also attended a cricket after school club for 1 half term.</i></p> <p><i>Cricket Coaching from Derbyshire CCC for 1 hour per week for 1 half term - years 1, 3, 4, 5 and 6.</i></p> <p><i>Progressive Sports Coach, 1 hour per week for 1 half term - Striking and Fielding activities - year 1, 3, 4, 5 and 6.</i></p>	

Book in bike ability training with ESSP.	Level 1 to be offered to children in Y4,5&6. Level 2 to be offered to all Y5 pupils (plus any yr6 that did not pass last year). Send out letters/Liaise with ESSP staff.	Cost included in Silver Package from ESSP (see below for cost)	31 year 4, 5 and 6 children have attended level 1, 2 or 3 of bikeability over the past year.  <i>This includes 8x year 6 pupils completing level 3 before they leave for secondary school.</i>	<i>We have decided that we would like more of our children to be able to access bikeability, therefore we are allocating a large proportion of this year's budget towards the purchase of bikes, helmets and a bike shed. See below for costings.</i>
A wider variety of equipment to be available for PE lessons and lunchtimes.	Purchase new equipment for use during PE lessons and at lunchtimes.	£863.54	<i>New sports equipment purchased for a variety of sports.  Javelins, Howlers, Hurdles, Netball Posts, Cricket equipment.</i>	<i>We will continue to spend on equipment, including upgrading existing equipment. We will spend on larger external PE equipment next year, such as football goals and basketball nets.</i>
Upon review, we would like more children to attend bikeability next year.	Purchase new bikes and helmets to enable more children to take part in Bikeability next year.	£6450.00	<i>We expect an increase in the number of children attending bikeability in 2022-2023</i>	
	Purchase shed to store new bikes	£900.00		

Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>Subscription to Erewash School Sports Partnership (ESSP) (Silver package)</b>  Membership to the partnership allows for children attending all Erewash sports festivals and competitions.  To give children the opportunity to take part in inter school competitions	To attend CPD courses organised by ESSP. GS to organise and provide inter school competitions and festivals and children across school.  If necessary, use coaches to attend festivals and competitions.	£2000.00          £300.00	<i>Festivals and competitions attended; Football x2, basketball, multi sports for KS1 and KS2, dodgeball, gymnastics, Ball Skills for KS1 and KS2.</i>	
<b>Total Spend: £20,559.54</b>				

Signed off by	
Head Teacher:	Ronni Barker
Date:	04.07.22
Subject Leader:	Peter Hallam
Date:	04.07.22
Governor:	Rachel Wright

Date:	04.07.22
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